

New Orientation of Art Design Course with Experiential Teaching as the Core

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Abstract: Art Design course is an important subject in the educational work of colleges and universities. It is a comprehensive art discipline based on humanities and science, and it has a certain degree of clearness and application in the process of course teaching. As the cradle of talents, colleges and universities are committed to talent training, and have always taken talent training as the goal of the development of colleges and universities. This paper will analyze the connotation and background of experiential teaching in detail, and its purpose is to study the teaching strategy of Art Design course with experiential teaching as the core.

With the continuous improvement of people's living standards, the social demand for art design talents is increasing. Art design talents are not only talents who create beauty for the society, but also those professionals who are in short supply in the trade. However, throughout the current teaching process of art design course in colleges and universities, we often follow the traditional teaching models and methods, and there exists the phenomenon of "emphasizing learning but neglecting skills", which not only deviates from the characteristics of the discipline, but also hardly meets the needs of the current society. It is difficult to train comprehensive practical talents for the society. With the deepening of teaching reform, experiential teaching has come into the eyes of educators. With the continuous development of society and cultural industry, the teaching of art design course in colleges and universities must be based on the needs of society, actively integrate the content of experiential teaching into art design course, and closely combine social needs with teaching contents, so as to strengthen students' perception and practical ability in the process of learning and improve the teaching quality of art design course in an all-round way.

1. Overview of the Connotation of Experiential Teaching

As a teaching model, the main content of experiential teaching is to have students learn in the form of independent practice, participation and perception [1]. In the actual teaching work, experiential teaching generally makes use of a lot of practical activities to make students re-understand the things around them. Experiential teaching is based on constructivism and is the content embodied in constructivist teaching, which stresses students' initiative in learning, and argues that learning is a process that students accept knowledge actively. It is believed that students should process information independently and acquire new knowledge.

Objectively speaking, the essence of experiential teaching is "activity", which shows students' autonomous learning ability in the classroom through the interactions between students and the interaction between the teacher and the students, which leads to independent creation and perception of happiness.

2. Background of Experiential Teaching Practice

At present, with the increasing popularity of higher education, the competition in China's higher education market is becoming increasingly fierce, and many colleges and universities have actively expanded their enrollment. On this basis, the professional level and quality of college students also show diversity. The quality problems of college graduates are increasingly exposed, because many students' basic professional knowledge is not solid, resulting in students often lacking a certain degree of inspiration in the process of practice and innovation[2]. In addition, the long-term lecturing teaching model in colleges and universities pays more attention to the transmission of

knowledge and ignores the importance of students' practical perception, which can easily cause the students to be out of touch with the society, and it is difficult to achieve the goal of personnel training. At present, in the actual teaching process of the existing art design course in our country, there exists the problem of directional knowledge transfer, which leads to the phenomenon of students' single ideological knowledge structure, rigid thinking, lack of innovative consciousness and so on. It is not conducive to the teaching of Art Design. As a teaching content that pays attention to innovation and practicality, Art Design course is not enough to be talked on paper. The traditional teaching model in colleges and universities is difficult to meet the needs of the teaching of art design course, and can not provide professional art design talents for the society.

In the new situation, the demand for economic development has become an important topic in higher education, and the cultivation of talents with innovative consciousness and practical ability has become an essential task in higher education. Since 2012, many colleges and universities have implemented teaching reform, actively implemented the "Twelfth Five-Year Plan" and carried out diversified teaching models. In the process of practice, experiential teaching shows its unique advantages and exhibits the position of students as subjects in the teaching and learning.

3. Teaching Strategies of Art Design Course with Experiential Teaching as the Core

3.1 Formulating clear and targeted teaching objectives

The teaching goal of Art Design course is the top priority of teaching. In the process of actual teaching of Art Design course, its main teaching goal is to let students strengthen their professional Art Design skills and develop good ideological values in the process of participating in design and learning [3]. In the actual process of carrying out the teaching of art design course, the teaching goals designed by teachers should be combined with the actual situation of students, with purpose and direction, and should not be unprepared. The theoretical and obscure teaching knowledge is shown by the teaching form that students like to hear and hear, and let students feel the knowledge in learning and achieve the teaching goal pertinently. For example, when learning the knowledge of "color design", in order to "let students understand the influence of color on physical, physiological, psychological and aesthetic aspects", teachers can use the form of multimedia teaching, let students watch videos, films, pictures and other vivid teaching forms, so that students integrate into a specific atmosphere and feel the content of teaching work. After defining the teaching objectives, we should formulate a targeted teaching model and gradually achieve the teaching goals.

3.2 Vividly creating a keen and interesting teaching situation

Experiential teaching pays more attention to students' perception of the emotional level of knowledge, makes students have a good and cordial impression of what they have learned, and helps students to make use of direct experience and indirect experience to build the relationship between knowledge and students' emotion. Therefore, in the process of carrying out experiential teaching, teachers can guide students to carry out independent participation and experience in the form of guidance and instruction, and make use of situational teaching, practical teaching, practical activities and many other means, and let students integrate into the learning atmosphere, feel and experience knowledge and acquire ability [4]. In relation to the needs of teaching work, the teacher should set up different teaching situations, comprehensively mobilize the many senses of students' eyes, ears, nose and tongue, so that students can perceive knowledge, solve problems, and understand knowledge. In that case, in the process of teaching, teachers can combine teaching with related knowledge to create differentiated teaching situations. For example, when learning the knowledge of "artistic style", teachers can combine "art films" from different countries, like students to broadcast them, let students appreciate them in groups, and describe the characteristics of art films in different countries, so as to really let students from different colors, image levels, immersive perception of different artistic styles, effectively mobilize students' emotional level of emotion, and strengthen students' ability to know knowledge and feel knowledge.

3.3 Enriching students' opportunities for innovation, practice and hands-on

The Art Design course itself is a factual and practical teaching method, which actively integrates the experiential teaching model into the teaching work and immerses the students in the experiential teaching atmosphere. Students can then understand and perceive the truth, emotion, will and attitude of being a man. To achieve the purpose of "self-education", the teacher should enhance the sense of pleasure in learning and activities, stimulate students' enthusiasm for independent learning, and strengthen students' practical ability. In the actual teaching work, teachers can actively hold "Art Design exchange meetings" and "Art Design Competitions", and guide students to actively participate in "Art Design Competitions". Besides, the teacher should open up a variety of ways to let students appreciate other excellent designs, effectively let students constantly realize their own shortcomings in practice and analysis, and strengthen their own abilities in time.

4. Art and Culture

The significance of traditional culture to design mainly lies in inheritance and reference. The diversity of traditional culture makes the design thinking diversified. Different design styles learn from each other, can promote their common development and progress, learn from each other's strengths and make up for each other's weaknesses, can also seek inspiration in other designs, and create new design ideas. The originality of our predecessors can also be used for reference. Many of the skills have been lost. Although the predecessors received the status quo of social and technological development when they were designing, the wisdom of thousands of years has still created many legends beyond today. Technology lost, many of the culture that gave birth to technology are still there, which may contain design philosophy. Therefore, we should treat traditional culture and design with modesty and learn from it. New styles and new ideas are always easy to occupy the mind of designers, and the position of traditional culture in people's mind is gradually decreasing.

The West emphasizes individuality and creativity, which is what we should learn. But if we give up the original traditional design, it will lead to the loss of the original excellent design concept in China. Many original traditional designs have been forced to implant foreign things, destroying the original traditional culture, which is not conducive to the diversity of design culture. More importantly, the traditional culture contains the national spirit, which as a kind of culture can stimulate people's spiritual resonance. When Chinese see Chinese knot and blue and white porcelain, they will be shocked. This is a plot and connotation. When the Chinese knot is replaced by a button, and the blue and white porcelain is replaced by a glass, although the cost is reduced and the process is simplified, it is difficult to win the favor of the Chinese people. Market factors must be considered in design, and demand is the driving force of design. Because people like it, they design it.

The traditional culture originates from people's living habits in the area, which is in line with people's habits in the area. If the traditional culture is not taken as the basis, its products will make people feel uncomfortable, which is not a successful design. The position of traditional culture in people's hearts is deeply rooted. Even if it is diluted, it also hides in people's hearts. Design should also be based on tradition and protect traditional culture. If all similar products are the same, it is difficult to arouse people's interest. If there is something new in one of them, it will make people bright in front of their eyes, or even shock them. This creation is not only the creation of shape, but also the promotion and rationalization of function.

When the functions are the same, what needs to be done is to integrate the cultural connotation into the design products. In ancient China, culture and product function can be well combined. For example, "Changxin palace lamp" takes the image of the Han Palace as the model, and pays equal attention to function and beauty with beautiful posture. Another example is the seismograph of the Eastern Han Dynasty, which has scientific structure and artistic shape. The perfect unity of social science, culture and art deserves our careful consideration.

5. Conclusion

In a word, in order to change the disadvantages of traditional Art Design teaching, we should actively integrate the experiential teaching content into higher education, and innovate the traditional teaching model. Based on the analysis of the current teaching situation, the teacher should clarify the relevant content of experiential teaching, targeted to promote the reform of teaching in colleges and universities. Furthermore, the teacher should formulate clear and targeted teaching, and create interesting situations to enrich students' opportunities for innovation, practice and hands-on, so as to truly meet the current social talent training goals.

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